



Department of
Education

LEAD Conference

Early Postsecondary Opportunities

Session Overview

- Identify Tennessee's current challenge and statewide efforts to overcome barriers to student success.
- Explore how the different types of early postsecondary opportunities prepare students for postsecondary success.
- Establish action steps to ensure your students can take full advantage of early postsecondary opportunities.

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Myths vs. Facts

Myth vs. Fact

A student can access the HOPE scholarship to pay for the remaining balance not covered by the Dual Enrollment Grant without any further considerations.

Myth

Fact: Students who receive the Dual Enrollment Grant award for more than four (4) dual enrollment courses over the junior and senior years will have the amount reduced from their HOPE Scholarship on a dollar for dollar basis.

Myth vs. Fact

Every program of study or coherent sequence must lead to a certification.

Myth

Fact: This is not a requirement; however, for any certification to be promoted, it is essential that the certification is recognized and valued by the targeted industry. The industry certifications promoted by the department have been vetted by respective career cluster advisory councils. If an identified certification was recognized but not valued, it was not included in the final department-promoted list.

Myth vs. Fact

Taking the challenge exam is optional. It would be too risky for the students, teachers, and districts when some students are not able to pass the exam; therefore, careful screening of exam takers is necessary.

Myth

Fact: All students enrolled in a Statewide Dual Credit course are required to take the online challenge exam, which is used to assess mastery of the postsecondary-level learning objectives. High schools can use information from the challenge exam to inform student placement into other early postsecondary courses, as well as determine the appropriate course progression for students. It is also important to remember that these courses do not impact state and district accountability measures.

Myth vs. Fact

Postsecondary institutions do not recognize course work completed through international programs.

Myth

Fact: Success in Cambridge often gives students admission to the world's best universities – in the US, the UK, Australia, Canada, Germany and beyond. In countries such as the United States, good grades in carefully chosen Cambridge subjects can result in up to one year of university course credit. Over 500 US universities accept Cambridge International AS and A levels, including all Ivy League universities.

Myth vs. Fact

Districts/schools should not offer both local and statewide dual credit.

Myth

Fact: Both types of dual credit courses help to expand the portfolio of early postsecondary opportunities available to Tennessee students.

Districts/schools are encouraged to offer a portfolio of early postsecondary opportunities in order to meet the needs and interests of all students.

Myth vs. Fact

AP courses are for any student who is academically prepared and motivated to take college level courses. Students do not have to be at the top of their class to take AP courses; however, there are several steps students should take in order to be prepared. Students who have a high interest in a particular subject matter and are also willing to put in the extra commitment can be successful in AP courses. Additionally, strong teacher and parental support has a great impact on student success in AP courses.

Fact

Myth: Only the most academically gifted students should take AP courses.

Early Postsecondary Opportunities

☐ Dual Enrollment

Course

**Local
Institution**

☐ Local Dual Credit

☐ Statewide Dual Credit

☐ Advanced Placement (AP)

**Course
& Exam**

☐ International Baccalaureate (IB)

**Multiple
Institutions**

☐ Cambridge International

☐ College Level Examination Program (CLEP)

☐ Capstone Industry Certification

Exam

Early Postsecondary Opportunities Help Students Achieve Success After High School

Early postsecondary opportunities allow students to:

- ❑ Earn postsecondary credits in high school.
- ❑ Become familiar with postsecondary learning expectations and requirements.
- ❑ Develop confidence and study skills necessary for success in postsecondary coursework.
- ❑ Make more informed decisions about postsecondary plans and career goals.
- ❑ Decrease the time and cost of completing

Students who participate in early postsecondary courses are more likely to enroll and persist in college.

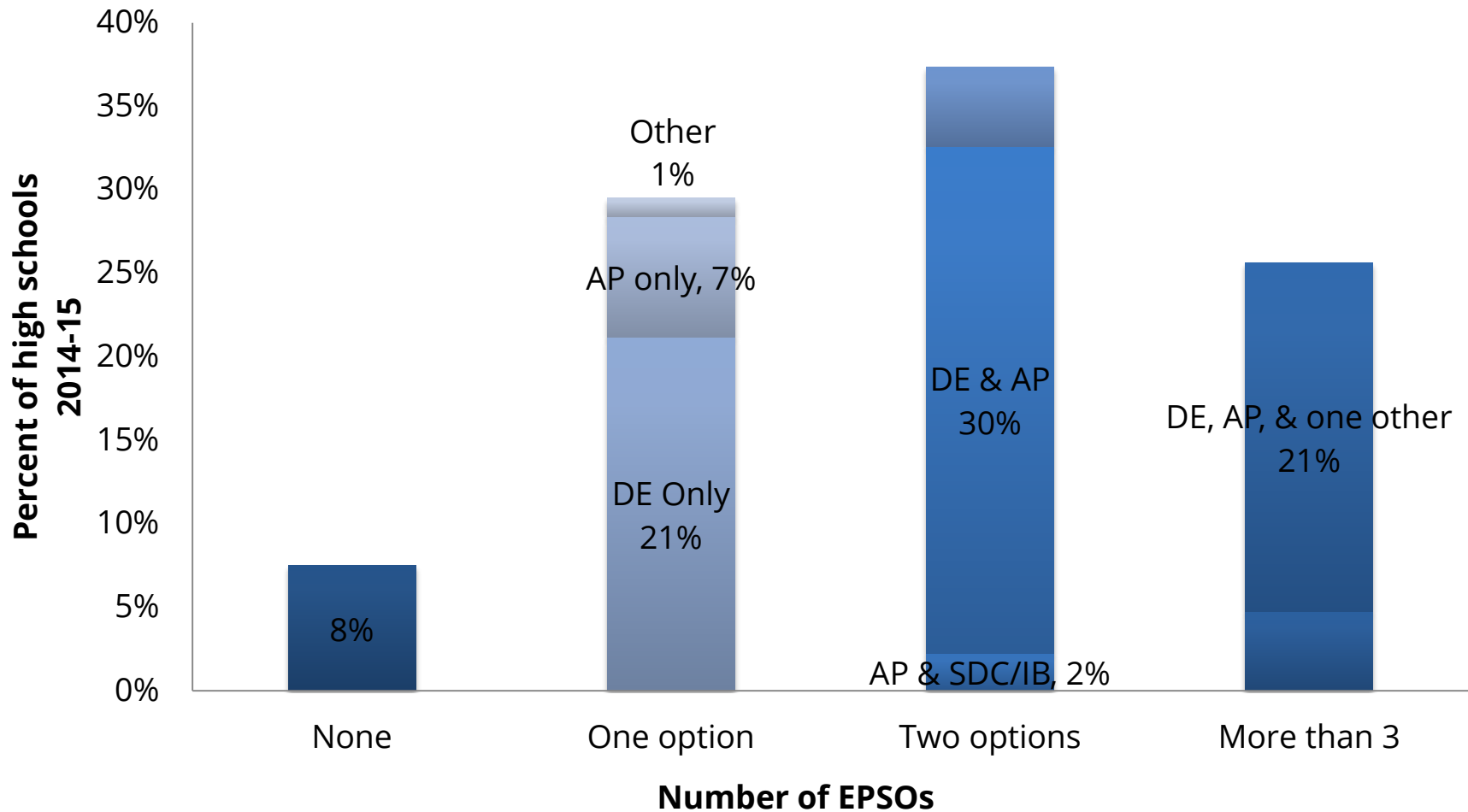
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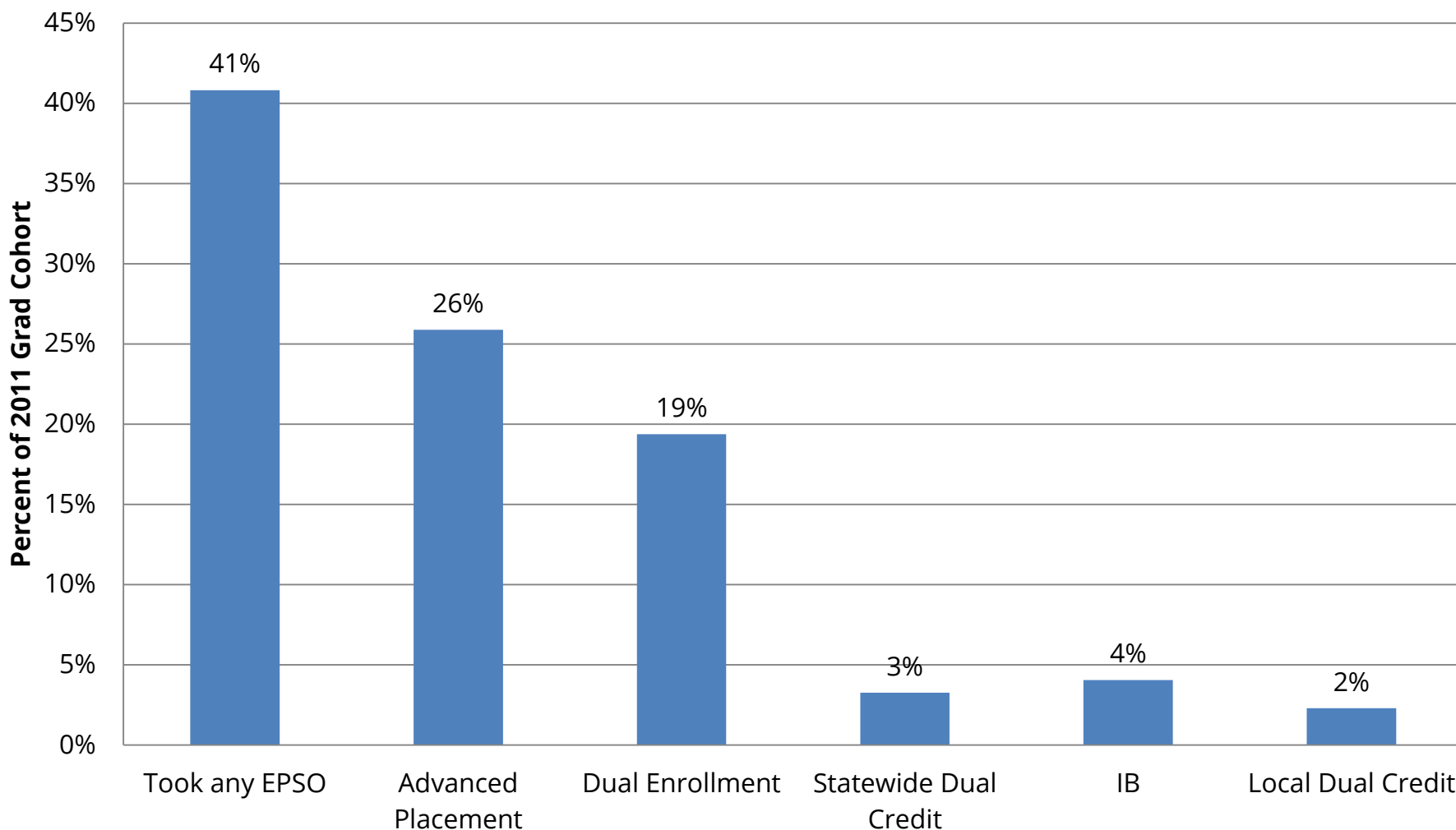
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EPSO Landscape

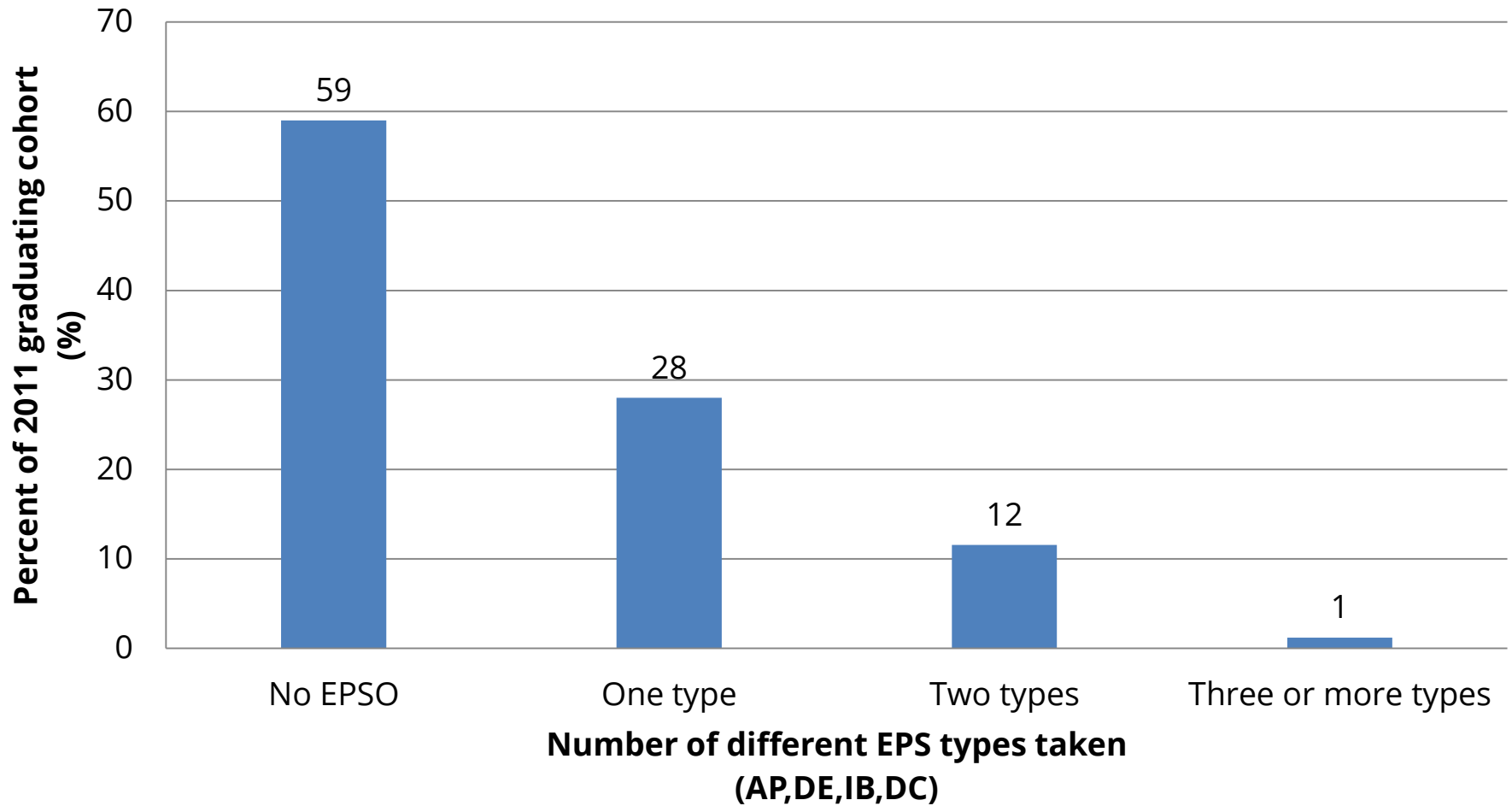
Nearly all Tennessee high schools offer EPSOs



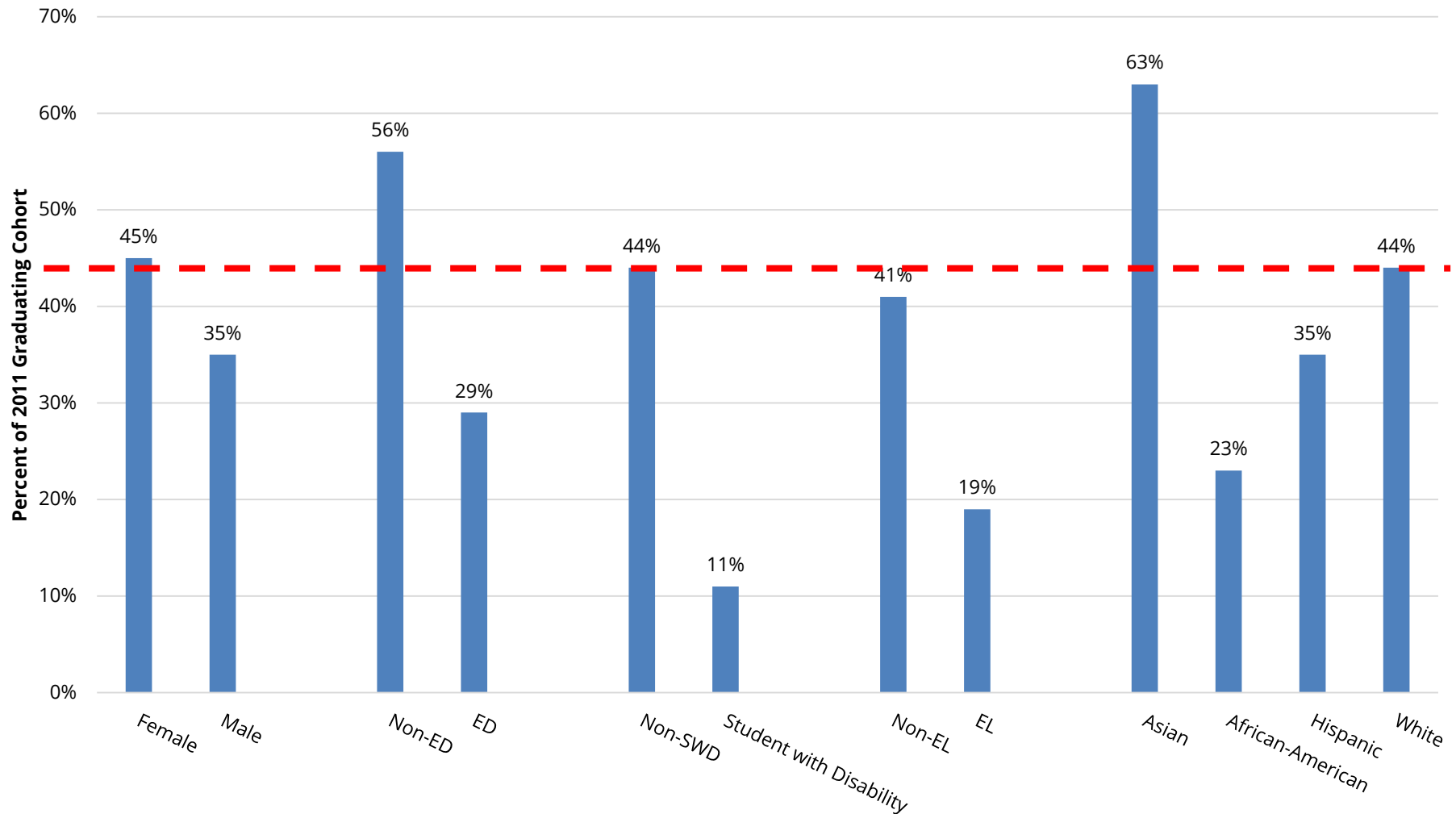
Still, just over 40 percent of the 2011 graduating cohort (2015 graduates) attempted an EPSO



While half of schools offered more than one EPSO, few students take more than one type

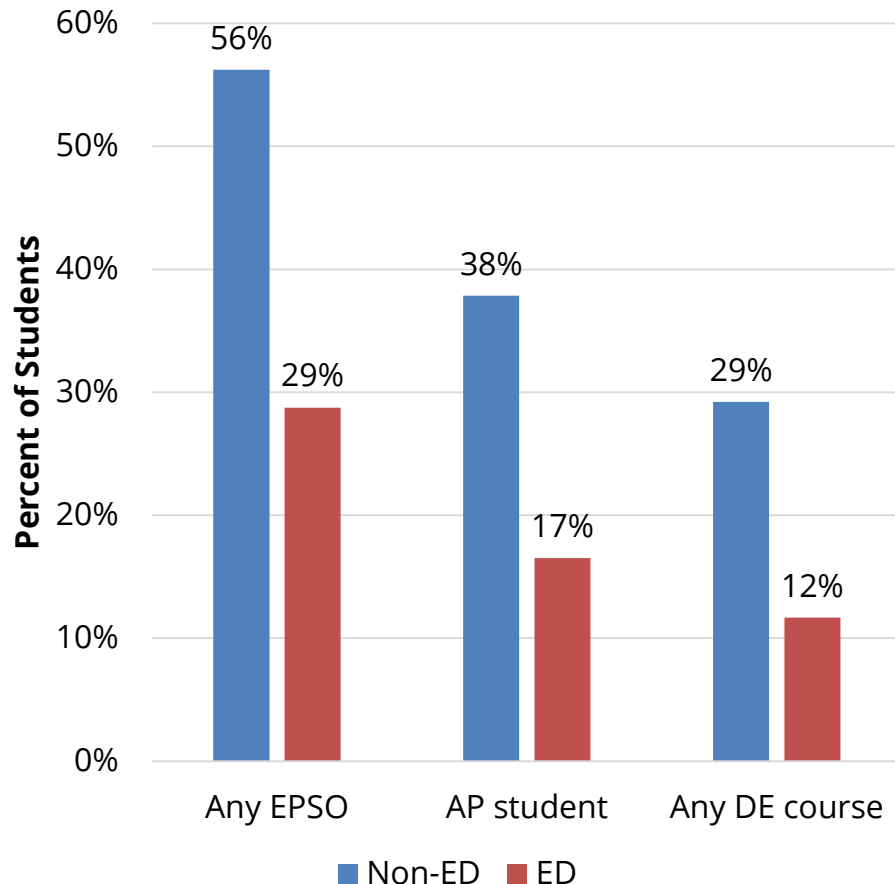


We see a number of areas of concern as it comes to equitable access for all students

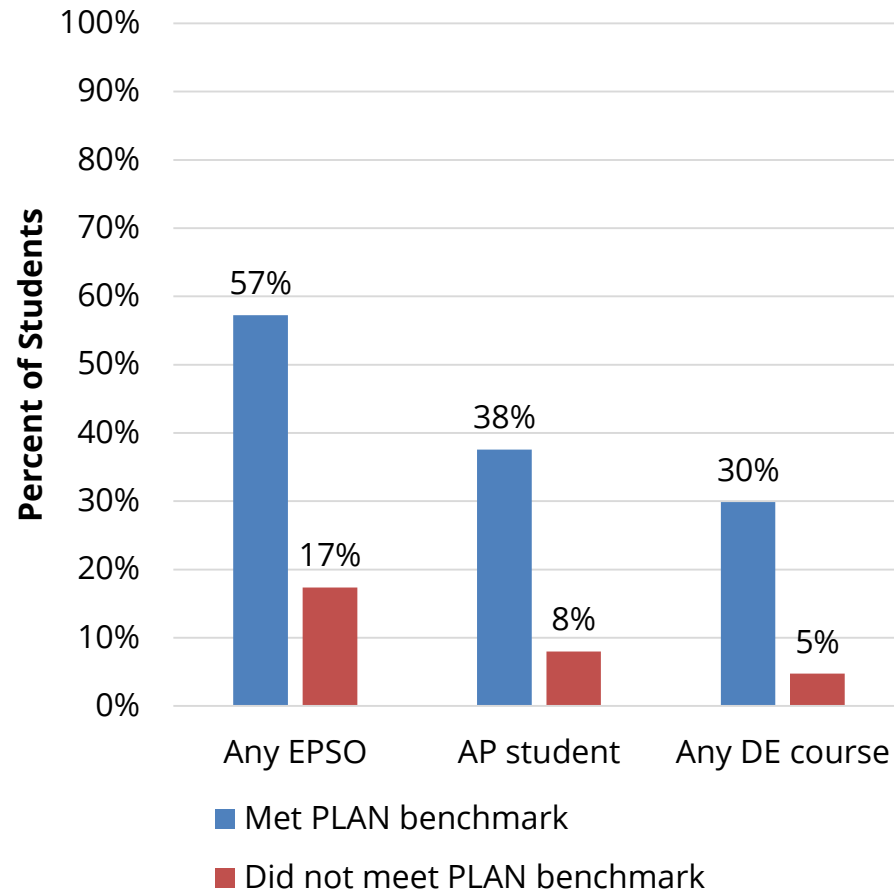


We see significant gaps in ED student access and many “ready” students are not taking EPSO courses.

Economic Disadvantage Differences



College Readiness (PLAN ELA)



Discussion

Thinking about the early postsecondary courses available in your school and/or district...

1. How can you increase access to and enrollment in EPSOs for **ALL** students in your school?
2. How do you encourage students to take advantage of EPSOs while in high school?
3. How do you determine student readiness for rigorous college-level courses?



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EPSO Expansion and Access

Sample 1

After learning about the statewide dual credit pilot at a conference, a system-level administrator submitted the paperwork so that the district's high school could offer the dual credit Sociology course. The administrator provided the principal with information about the pilot. The principal passed the information on to the Sociology teacher, who then attended the required summer training.

At the training, the teacher realized that she and her colleagues did not fully understand the pilot: 1) They were under the impression all of their Sociology sections had to be dual credit. 2) They did not realize that the course included postsecondary-level learning objective and was not just the high school course with an exam for credit. As a result, students who were not adequately prepared for the course rigor were enrolled in the course.

What challenges does this case highlight?

Sample 1: Challenges

This case highlights issues that schools may face when implementing new early postsecondary opportunities:

- Lack of clear communication: All stakeholders should be involved in the conversation and planning process from the beginning.
- Lack of understanding: Schools need to understand the course structure and requirements in order to promote it and appropriately place students.

Action Steps: Expansion and Access

- Use data to customize early postsecondary opportunities.
- Ensure all stakeholders are involved and informed.
- Work with school, district, and postsecondary partners to expand access and develop new opportunities. Be creative.
- Provide students accurate information about early postsecondary and postsecondary opportunities to help them navigate their options.
- Work to identify and eliminate barriers.



Secondary Policies

Offering Early Postsecondary: Secondary Policies

Graduation Requirements

- Many EPSOs count toward TN graduation requirements. Check the Approved High School Courses (SBE policy 3.205) for a complete list.

Uniform Grading Policy

- Used to calculate the office HOPE Scholarship GPA; additional percentage points available for NIC, AP, IB, and Statewide Dual Credit.
- Locally Approved Grading System for LEAs that adopt a grading system based on quality points, in addition to the Uniform Grading System (see Section 4) [Uniform Grading Policy](#).

Course Codes and Reporting

- There are unique course codes for AP, Cambridge, IB, and DE courses; Statewide Dual Credit courses will have unique codes once approved after the pilot phase.

Offering Early Postsecondary: Secondary Policies

Scheduling EPS Courses

Dual Enrollment have been assigned high school course codes in order to help facilitate course scheduling and accurate reporting. Guidance on selecting the appropriate course code is outlined below.

General Education Courses:

- Titles reflect the course titles used at Tennessee postsecondary institutions.
- If a student is enrolled in a postsecondary course that has not been assigned a unique secondary code, the general dual enrollment code for the content area should be used.

CTE Courses:

- Titles reflect the approved 2015-16 CTE Programs of Study and can count toward a student's concentrator status.
- If a student is enrolled in a postsecondary course or program that does not clearly align to a specific Program of Study, the dual enrollment code that has been assigned to the Career Cluster should be used.

Offering Early Postsecondary: Understanding Secondary Policies

Local Dual Credit

- Local dual credit courses are reported using an existing high school course code, and must be identified with a separate “flag” in order to denote the local dual credit status.
- The school/district is responsible for identifying and flagging local dual credit courses.
- When flagging a course section as Local Dual Credit, the system requires the user to select from a drop-down menu of postsecondary partner institutions. The postsecondary institution where the student has the opportunity to earn credit should be selected from the list of options.

Offering Early Postsecondary: Understanding Secondary Policies

Statewide Dual Credit

- The statewide dual credit course must be identified with a “flag” because the course code does not denote the statewide dual credit status.
- The department provides flagging instructions directly to the pilot coordinator at each pilot site.
- Pilot coordinators work with their district SIS/EIS Coordinator to ensure that the appropriate course section(s) are flagged as statewide dual credit.
- When flagging a course section as Statewide Dual Credit, the system requires the user to select from a drop-down menu of postsecondary partner institutions. The option for “other” should be selected for statewide dual credit sections.

Transferring Early Postsecondary Credit: Understanding Postsecondary Policies

- **Prior Learning Assessment Policies:** Postsecondary institutions determine the specific courses and exams that they accept for credit, the number of credits awarded, the college course equivalencies, and the minimum exam score needed. This information is usually available on an institution's website.
- **Tennessee Transfer Pathway (TTP):** Collaborative postsecondary effort to establish Community College coursework that will be accepted for credit and count toward major requirements at four-year institutions.

The course equivalencies should be used to help students see how a specific exam relates to college core course requirements, as well as a potential major.



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Our Vision

Our Vision

Belief/Vision:

- All high schools offer a diverse **portfolio** of early postsecondary opportunities (EPSO) for students
- All students have an opportunity to earn postsecondary credits/hours or transferable industry certifications while in high school

EARLY POSTSECONDARY OPPORTUNITIES

What is a EPSO “Portfolio” approach?

- Offering a variety (3-4) of types every school year
- Options for **all** students, regardless of background, differentiated by:
 - Student interest and pathway
 - Student postsecondary aspirations
 - Student knowledge, skills, and abilities
 - Student support needs (financial, access, transportation, etc.)

Example EPSO	Example Student Background & Goals
Advanced Placement (AP): Calculus	<ul style="list-style-type: none">• 4-year universities, STEM fields• Strong knowledge of college access and financial resources
Dual Enrollment at local Community College: College Algebra	<ul style="list-style-type: none">• Transfer pathways in TN 2- and 4-year schools, STEM and liberal arts fields• Knowledge of college access, financial resources
Statewide Dual Credit: Pre-Calculus, Statistics	<ul style="list-style-type: none">• Transfer pathways in TN 2- and 4-year schools, STEM and liberal arts fields• Possibly limited knowledge of college access, financial resources
Capstone Industry Certification Exams	<ul style="list-style-type: none">• Technical colleges and training programs• Desire to work while continuing their learning

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Group Activity

EPSO Implementation and Student Placement Activity

Early postsecondary opportunities can help Tennessee address current challenges. You are responsible for implementing a new early postsecondary opportunity at your school that will help prepare your students for success after high school.

Step 1: Determine the type of EPSO you are going to offer.

- ☐ What questions did you consider?

Step 2: Determine the specific course within your selected EPSO.

- ☐ How did current policies/practices, as well as student level data inform your selection?

Step 3. Determine a process for recruiting and placing students in this course.

- ☐ How did current policies/practices, as well as student level data inform this process?

Reflection and Action

1. What are you able to take away from this session?
2. What questions do you still have?
3. What action steps will you take to expand and promote early postsecondary opportunities for your students?



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork